

**COMPANY OFFICER  
DEVELOPMENT AND EDUCATION PROGRAM  
(C.O.D.E.)**

**EXECUTIVE DEVELOPMENT**

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## **ABSTRACT**

This research project analyzed types of training procedures, continuing education and standard career development practices in order to design and implement a Company Officer Development and Education (C.O.D.E.) program. The problem identified for this research project was that there was not a standard training system employed for those who aspired to become Monterey Park Fire Department Company Officers (captains). The purpose of this research was to develop a standardized procedure in order to provide a systematic, verifiable and reliable delivery and documentation system pertaining to Company Officer Development and Education.

This research employed historical and action research to determine: (a) Why is there a need for company officer educational standards, (b) What are the goals of a Company Officer Development and Education Program, (c) What methodology should be used to develop the course content; and (d) How would program implementation be accomplished?

The principal procedure employed was the review of instructional materials, existing probationary standards, National Fire Protection Association Standard 1021, and inter-departmental and intra-departmental surveys. Data was compiled to facilitate comparison on the optimum choice of Standard Operating Procedures (SOP's) or Standard Operating Guidelines (SOG's) and instructional material relating to Company Officer Development and Education.

The majority finding of this research was that specific types of standardized procedures/guidelines could be used to provide a systematic approach to Company Officer Development and Education for firefighters who have structural, EMS, personnel, hazardous materials and/or wildland responsibilities.

The recommendations resulting from this research include the use of pre-existing, easily obtainable and disseminated topic specific curriculum as the primary source of information pertaining to Company Officer Development and Education.

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## INTRODUCTION

Monterey Park is located 10 miles east of downtown Los Angeles. Three major freeways border the City on three sides (north, west and south); the Pomona Freeway, (Interstate 60) on the south, the San Bernardino Freeway (Interstate 10) on the north, and the Long Beach Freeway (710) on the western boarder. Monterey Park is primarily an Asian community with a population of 63,000; 80% Asian, 15 % Hispanic, 1% black, and the remaining 4% Caucasian, residing in a very densely and congested 7.1 square miles. Fire and EMS requests for service represent an average of 3,800 alarms annually delivered through three stations strategically located throughout the community. The Department is staffed on a traditional 56-hour, 3-platoon schedule, each consisting of one ladder truck, three engine companies, two paramedic transport units, and a Battalion Chief. A Fire Marshal, two Fire Safety Specialists, and a billing clerk staff the Fire Prevention Bureau. The Fire Chief provides the overall leadership with clerical support of one Administrative Assistant and one Senior Clerk Typist.

The problem identified for this research project was that there was not a standard training system employed for those who aspired to become Monterey Park Fire Department Company Officers. Furthermore, it was learned through background interviews and surveys from the command staff and past officers, which during the last ten years (1989 to 1999) no universally accepted method of training and evaluating firefighters who were interested in becoming Company Officers existed. The purpose of this research was to develop a standardized procedure in order to provide a systematic, verifiable and reliable delivery and documentation system pertaining to Company Officer Development and Education. The focus was to develop a comprehensive Company Officer Development and Education program that would comply with

federal, state (California Government Code 19995.4 Fire Management Training, Initial One Time Training, New Officer) and national standards (N.F.P.A. Standard 1021 Fire Officer Professional Qualifications) for supervisors. Historical research methodology was used that consisted of literature review, a survey of other Los Angeles County and Orange County Fire Departments (Appendix F), and an internal study (Appendix G) to answer the following questions:

1. Why is there a need for Company Officer Development and Education?
2. What are the goals of a Company Officer Development and Education program?
3. What methodology should be used to develop course content?
4. How would program implementation be accomplished?

It was found that there were national standards, as well as federal and state mandated training requirements for supervisors and fire service officers. California Government Code 19995.4 (Fire Management Training, Initial One Time Training, New Officer) requires 80 hours of supervisor training for company officers. As outlined, it was found that this training could be a part of the probationary process once an individual is appointed to a supervisory role. Most organizations, however, use the candidate pre-appointment courses (many of which are prerequisite) in order to apply for Company Officer, such as California State Fire Marshal (CSFM) Management 1 and Command 1 as proof that the new supervisor has been exposed to the necessary body of knowledge. In California, Senate Bill 27, the Firescope Act, further delineates training required for a Command Officer in the area of the Incident Command System.

Because the Monterey Park Fire Department has traditionally emphasized the importance of firefighter safety, survival and education, it was logical that our fire agency

respond to this issue using a proactive plan to reduce the effect of inadequately trained Company Officers.

## **BACKGROUND AND SIGNIFICANCE**

The Monterey Park Fire Department is typical of most paid agencies located within the State of California. The majority of the emergency alarms are EMS related (77%). Another 17% are identified as miscellaneous alarms and the remaining 6% are fire emergencies. Monterey Park did not have a comprehensive Company Officer training and/or probationary program. Monterey Park has long subscribed to a traditionalist approach in the development of future officers. This was in the form of inservice officer training for incumbent company officers only not those who wanted to be Company Officers. Traditionally, those individuals who competed well and preformed at a high level during the promotional process would, in turn, become the next company officers. It was thought that the quality of individual preparation (self study) for officer development was adequate due to the competitive nature of the testing process, i.e., those who go to school on their own, study and retain perform the best in the testing process. This traditional concept usually works when the candidate pool is significant and promotions are likely. Unfortunately, this system is highly dependent upon the individual to prepare him/herself. Furthermore, in Monterey Park, it was found that candidates were not measured against a pre-determined standard, but against each other. This norm referencing was done without establishing required prerequisite classes or demonstrated obtainment of any academic body of knowledge, i.e., fire officer certification and Associates Arts/Science Degree. To complicate matters even further, this approach was employed during a period of time when the

organization had experienced the leadership of five different fire chiefs, two interim chiefs, one acting chief, and sometimes, no chief at all. Pre-and post-training, i.e., standards and probationary training was non-existent, over a 10-year period.

To exasperate the situation further, the prevailing education norms for the California fire service increased the expectations of new company officers with the development of the California State Fire Marshals' Fire Officer 1 curriculum. This program was developed in the late 1970's and early 80's and included eight, forty-hour core classes: Instructor Training 1-A and 1-B, Fire Management 1, Investigator 1, Fire Prevention 1-A and 1-B, and Command 1-A and 1B. The adoption of these courses as a prerequisite for the opportunity to take a captains' exam has become a widely accepted practice within most urban and paid California fire agencies. This adoption process was typically phased in over a number of years and usually negotiated as part of a contract or Memorandum of Understanding (MOU) with the Firefighters' Association. The majority of California's fire agencies also require, as a minimum standard, an Association Arts/Science Degree (two-year degree). That requirement was implemented in order to elevate the caliber of leadership and to enhance the growth and maturity of the professional officer. During this period of time, Monterey Park slipped backwards (in its education requirements) when compared with industry standards. When compared with other like size agencies, a large gap now exists between typically required education requirements and those possessed by Monterey Park Company Officers. A survey of the existing nine company officers, indicated that only three have their Associate of Arts/Science Degree and two have their Fire Officer Certificate (Appendix I). The author hypothesized that the lack of continuous leadership for over a decade, combined with the lack of formal education requirements in order

to participate in promotional exam for captain, has lead to the deficiency of standard behavioral objectives for candidates and assisted in the lowering of the overall standard.

During the 10-year period between 1989 and 1999, Monterey Park Fire promoted eight Company Officers. Three had their CSFM Company Officer Certification and two had their Associates of Arts/Science Degree at the time of appointment.

The author found that little had been done to create a career development program and to establish testing standards for all positions. Furthermore, several open exams (tests that allowed candidates from other fire agencies to participate) were administered as threats to induce internal candidates to study and prepare. However, once again, standards were not set. In 1996, two Battalion Chiefs were hired from outside the department in order to assist in facilitating a change in the organizational culture. It was the first time that the department had hired individuals from the outside for mid-management positions. The author was one of the two Battalion Chiefs hired and was placed in charge of Training and Organizational Development.

During this exact same period of time, the labor association's entire focus had been to force the City to give up local control (through a special election) of the fire department and give both its personnel and equipment to the Los Angeles County Fire Department. If successful the City would then need to contract with that agency for all fire and emergency medical services required by its citizens. This multi-year, collective focus and extensive effort (emotional, political and financial) of the department's personnel, to be a part of another agency, lead to a culture where self-development and professional growth was of no importance. The frustration of the department's rank and file, when questioned and surveyed, was due, in part, to the department not having had solid, continuous leadership for over a decade. There wasn't any succession planning. The lack of leadership continuity, follow-through, a career development

program for personnel, long-range planning and a general decline in the department's equipment and facilities, led to the low morale of its members.

When the author assumed the position of Battalion Chief he inherited an organization that had not had a formalized training program for the same period of time. The professional and/or personal development of individuals was virtually non-existent. Few were taking advantage of education opportunities, even though the department was willing to pay for technical and continuing academic education. Finally, many of the firefighters and some Company Officers, who typically had a great deal of seniority and tenure, were testing with other fire agencies.

Once hired, the author conducted a training needs assessment for the department. From these results, an immediate emphasis was placed on training Company Officers in instructional methodology and Incident Command. Furthermore, each Company Officer was assigned to be responsible for specific aspects of training. This enabled mid-management to design and establish a comprehensive training program for the department that was position specific (Appendix D), aligned with NFPA standards and OSHA requirements (Appendix A), was California Code of Regulations complainant, and met industry standards (Appendix C).

## **LITERATURE REVIEW**

To perform a complete literature review, 16 separate libraries, trade institutes, universities and colleges, governmental entities, and private companies were queried for information. The literature review began by focusing on the history of educational standards for Company Officers. The primary documents that were reviewed were the NFPA 1021 Standards for Fire Officer Profession Qualifications, CSFM Fire Officer 1 Certification curriculum (the

instructor lesson guides for the five disciplines taught), the CSFM Career Development Guide, and job specification and task analysis for Captains provided by the City of Monterey Park Personnel Department. Other sources included a review of leadership articles in fire service and professional magazines such as Fire Chief; American Fire Journal; Fire Rescue; Psychology Today; and Success, as well as additional leadership and success orientated business books. The review then became more focused on examining the body of knowledge, skills, and abilities required of a Company Officer and the methods of delivery (instruction techniques) for that knowledge. Finally, the literature review was used to determine the usefulness of various types of education models/delivery systems that could be adapted and applied easily to a firefighter's shift work schedule. To this end, existing training programs, i.e., written, computer and video-based, were studied to determine which would form the educational foundation for the program.

Research involved a review of literature from the National Fire Academy's Learning Resource Center, the libraries of California State University at Long Beach and California State University at Los Angeles, the California State Fire Marshal and California Department of Forestry (CSFM/CDF) Reference Centers. Books and educational material (in the form of lesson plans) professional articles, manuals, and appropriate web pages were also reviewed. The author assembled and processed these documents. Duplication of information was deleted and all non-relevant materials discarded.

### **National and Federal Regulations**

A review of related national regulations, Occupational Safety and Health Standards (OSHA) and the National Fire Protection Association's "Standard on Fire Officer Professional Qualifications", 1992, NFPA 1021 revealed that there were numerous sources of legislation in the form of training requirements that pertained to Company Officers (Appendix A). They

included, but were not limited to, the following: Hazardous Materials, Civil Rights, Affirmative Action, Confined Space, Fire Management Training, Multi-casualty, and Incident Command.

When compared with the National Fire Protection Association's "Standard on Fire Officer Professional Qualifications" (NFPA 1021) that outlines the four levels for professional officers, a Monterey Park Captain typically performs at a Level II.

### **State Regulations**

A review of related State of California regulations, California Occupational Safety and Health Standards (Cal-OSHA), Senate Bill 409 (Fire Management Training) and Government Code: 19995.4 "Initial One-Time Training of New Officers" (Appendix A) indicated that they all require a minimum of 80-hours of supervisor training. In California, many fire agencies require completion of CSFM Fire Management 1 and Command 1-A curriculum prior to applying to be a Company Officer. In some large organizations, i.e., metro departments such as San Diego City, Los Angeles City, Long Beach, San Jose etc., a department-sponsored Officer Academy has been established that takes many components of Fire Management 1 and Command 1-A and integrates them with agency specific information in an 80-hour course. Typically this has been done prior to a promotional exam, or in rare cases, during a new officer's probationary period.

### **Industry Standards, Practices and Promotional Test Procedures.**

The author reviewed the reading list for written exams from two promotional exam companies, Donnoe and Associates and California Personnel Services (CPS). Monterey Park has used both exams in the past. All three reading lists had what the author called core books (the same on each list) with some of the companies having more reference material to draw upon. Donnoe and Associates had the most extensive list (45 books) compared to CPS who had the least, (23 books). However, CPS had an extensive test question bank and numerous specific

officer tests from which an agency could choose. Each company claimed that their tests were validated and provided detailed information on gender and ethnic diversity.

An assumption was made that if these questions came from commonly available books and they were validated (presumably challenged in court), then one could make the following nexus: Questions asked were based on the body of knowledge, i.e., education material that was reviewed by subject material experts (SME's) and determined necessary for someone to read and understand in order to become a successful candidate. Furthermore, each of these companies provided additional testing instruments (assessment centers) that revealed the candidate's interpersonal skills, communication style, and command knowledge. The assessment center process is dynamic in nature and typically observed and scored by fire service professionals.

Working backwards from the testing instruments reviewed, one could see an industry trend and standards for what skills knowledge and abilities company officers should be proficient in, or the knowledge they are required to have in order to be successful. The following test components may be considered an oversimplification of what is required in an assessment center, given that the aforementioned companies customize their tests to the needs of the specific organization. Most fire departments test two areas for Company Officer readiness. These areas are referred to as the cognitive domain and affective domain. These are further broken down into technical knowledge, interpersonal skills, critical thinking, and communication skills. The average test for Company Officer contains the following five elements: 1) Written exam, (usually multiple-choice questions and technical in nature); 2) In-basket exercise that requires written communication, critical thinking and linking related items together; 3) Dynamic or written emergency operation simulations; 4) Real time subordinate counseling (role-playing), teaching or group problems-solving activities; and 5) A traditional Oral Board component.

In Monterey Park's case, the organization's needs and required competencies of a Company Officer are critical thinking, command and control, counseling and discipline, instructional methodologies, and project development and program management.

## **PROCEDURES**

This research project employed historical and action research methodologies to explore the benefits of establishing a comprehensive Company Officer Development and Education program. The procedures used to complete this research included a literature review and surveys from Monterey Park fire personnel and Chief Officers from Los Angeles County and Orange County (California) Fire Departments.

### **Fire Department Surveys**

An opinion survey was developed to assess the importance that Monterey Park fire personnel placed on officer training and education. In order to gain a full and complete understanding of their perceptions regarding Company Officer preparation, all personnel were requested to complete the survey. Surveys were sent through interdepartmental mail during the months of September/October, 1999, and/or sent to individual homes (those individuals on injury status). The author was excluded from the survey. The return rate for the survey was 100 percent, including the two personnel on long-term injury. A copy can be found in Appendix G (Monterey Park Company Officer Needs Assessment-Training & Educational Survey). Furthermore, all living chief officers who retired between 1986 and 1999 were either sent a written survey or contacted by the author, or member of the administrative staff, to complete the survey orally. Ten written surveys were sent with a return rate of 70%. Seven follow-up calls

were made to ask follow-up questions in order to gain clarification of some of the survey responses.

### **Assumption and Limitation**

The procedures used to complete this research project were based on the following three assumptions.

1. It was assumed that all surveys were answered honestly.
2. It was assumed that all Monterey Park Fire personnel were objective in making their selections.
3. It was assumed that all facts, statistics and literature review statements and comments were objective and without bias.

The limitations affecting this project included time, size and population of the departments and members surveyed, conflicting and competing training programs and performance claims, and the lack of a database regarding pre-and post-development for Company Officers. Furthermore, the opinions of the survey address a very narrow segment of fire service personnel representing 58 fire departments within the greater Los Angeles and Orange County areas.

During the literature review, several inconsistencies were noted involving the statistics of fire officer training requirements and limitations. These statistics were reported differently in several documents. It is assumed that the criteria for gathering this data may have been different, reflecting the focus of the writer.

The author of this paper has 23 years of experience in the field and a specific background (11 years) in fire service training and education, organization development and curriculum development. During the literature review, it became apparent that there were three primary

training requirements that needed to be addressed: Formal academic education, i.e., Associate of Arts/Science Degree and/or Technology Degree and a four-year Bachelors Degree; Level 1 Fire Officer technical courses (CSFM Fire Officer Core Curriculum); and inservice training on agency specific requirements.

### **Definition of Terms**

Career Development Guide (CDG). Will outline the necessary steps, training requirements and education for each position within the department. Ideally, it should highlight the path(s) to follow in order for the employee to prepare for his/her next position and/or rank.

Calendar of Events. A document contained in an instructor guide that provides a recommended instructional order for the lesson plans.

Course Objectives. A specific identification of the planned results of a course of instruction

Norm-Referenced Testing. The measurement of student performance against other students, with an emphasis on discriminating among students and assigning grades.

Prerequisite. A requirement, usually in the form of a segment of training or comparable learning experience, that is required before taking a course or promotional exam. Prerequisites are designed to build the knowledge base of students so that they can successfully deal with increasing level of performance requirements.

Professionalism. An occupation requiring specialized knowledge that can only be gained after intensive preparation. Professional occupations tend to possess three features: 1) a body of erudite knowledge that is applied to the service of societies; 2) a standard of success measured by accomplishment in serving the needs of society rather than purely servicing personal gain; and 3) a system of control over the professional practice which regulates the

education of its new member and maintains both a code of ethics and appropriate sanctions. The primary characteristic that differentiates a profession from a vocation is its theoretical commitment to rendering a public service.

Subject Material Expert (SME). An individual who has specific expertise and/or knowledge in a certain area and can be relied upon to share this expertise within an organization.

Succession Planning/Career Pathing. The efficient placement of people into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted individuals to prepare them for growth within the organization.

Standard Operating Procedures (SOP). A systematic procedure or guideline to follow during emergencies, assembly, maintenance, etc. Sometimes referred to as a Standard Operating Guideline (SOG) or check sheet.

## **RESULTS**

### **Answers to Research Questions**

**Research Question 1.** Why is there a need for a Company Officer Development and Education program?

While examining if there was a need, the author quickly learned that most everyone agreed with the concept of an officer-candidate training program. It was considered important. However, individual philosophies and/or opinions on how and who was responsible for training and educating fire officers differed. This could be due, in part, from a bias developed from the department's tradition and culture that one may have been exposed to. Comments such as "we do it this way", or "I was trained this way and this is the way I train my people", etc, were recorded. The best explanation is that there are two prevailing philosophies regarding the need

and the development of personnel for promotional opportunities: 1) Candidates are required to self-study, obtain a formal education, and enhance their skills on their own in order to perform well during promotional exams and to promote; 2) The organization should design a prescribed course of study in order to standardize course content and provide continuity for all current and future candidates. The former is a traditionalist viewpoint. The latter is progressive and requires a good deal of work on the organization's part in developing and establishing educational standards, behavioral objectives and, most important, instructional oversight for career development. The traditionalist would say that the fire service is "spoon feeding" the candidate pool. The progressive thinker would say that the fire service is responsible for training our future leaders, i.e., we need to design our future, not let it happen by chance.

In the section entitled "Educating the Modern Officer" of his book, Recreating The Fire Service, William J. Hewitt states "Often, fire departments either do not prepare, or inadequately prepare, their staff for the challenge of leadership. Staff must be trained in leadership skills much as they are trained in fire fighting. This is of paramount importance."

Hewitt goes on to say "As the fire department will have to undergo dramatic changes to remain effective, so the officer of the newly reengineered department will need to change. An effective officer in the modern fire department must include that of being: 1) a strategic thinker; 2) a flexible, innovative risk-taker; 3) open to new ideas; 4) able to assess data and make decisions quickly; 5) able to introduce and manage change effectively and; 6) able to deal with uncertainty and ambiguity."

Considering the scope and spirit of this document, the author believes that there are certain controllable factors over which a firefighter and the fire agency has considerable influence that can enhance/improve his/her own safety. It starts with a personal commitment to

life-long education. The author also believes that the organization is responsible to see that competence is demonstrated prior to achievement of the next rank. In our particular case, this is the rank of Captain.

Another factor that quickly surfaced regarding the first question of whether or not there was a need, was that the lack of standards or organizational expectations can put the agency and/or individual at risk in regards to liability in testing, personnel administration and emergency operations. Although there may be several right ways to accomplish a task or objective, a department should identify pre-designated outcomes/exceptions as well as with standard approaches on how to successfully bring about desired outcomes. An organizational approach will establish continuity throughout the department and reinforce correct, or optimum, procedures while eliminating trial and error.

When striving to answer the question, “Is there a need?” it was clear to the author that in the complex world of a Company Officer, considering the comprehensive KSAs he/she must have, the local fire agency has a responsibility to ensure competency. The agency can rely on a traditional approach during a promotional exam or they can train the candidate first then test against the prescribed training standard. However, the agency having authority is ultimately responsible for ensuring competency is met and maintained at the desired standard.

The chapter entitled “Resource Management” in Management in the Fire Service, NFPA, Second Edition, defines the quality of effective supervision as “a key issue in developing employee performance and potential.” It further states that, “Several key checkpoints can be used to monitor supervisory competence. The checkpoints pertain to areas in which supervisors need some training or have room for growth: 1) Competency in performance of subordinates; 2)

organizational leadership framework; 3) Indicators of climate, attitude, and response to leadership; and 4) Comparison with comparable work units.”

It should be remembered that an acquired skill such as firefighting is based upon training and experience. Experience is typically gained on the job, under the supervision of a senior or journeyman firefighter or Company Officer. However, there are numerous administrative and command skills that an officer needs to know, which a firefighter would have little knowledge of, or exposure to, i.e., skills such as report writing, counseling, budget maintenance, instructing, incident command, etc. A firefighter’s world consists of task-level decisions, or sequential tasking, and some tactical skills. On the other hand, a Company Officer’s environment requires knowledge of multi-tasking including visioning, human relations and, often times, a strategic approach in order to be successful.

If one was to believe that structural firefighting tactics and strategy are universal to all fire agencies (wildland, shipboard and high-rise excluded), then some of the above items would be considered agency specific knowledge. Furthermore, this agency specific information needs to be disseminated, learned, demonstrated, and documented. Example: Monterey Park is an urban fire department with no wildland within the city limits and there is no reasonable expectation of fighting an interface fire with any of our automatic aid (San Marino, San Gabriel, Alhambra, Montebello, L.A. City and the community of East L.A. and Rosemead that are protected by Los Angeles County Fire) that surround Monterey Park. However, during the late summer months, Monterey Park will often send fire units as part of a multi-jurisdictional strike team (one battalion Chief and five Type 1 engine companies from five separate agencies) to a wildland fire anywhere in Southern California. This poses a training problem for our engine

personnel at a tactical and task level. Experience is minimal. The department is placing personnel in low-frequency operations that have high-risk potential.

In the examination of the Calabasas Fire After-Action Report of 1996, the author learned that one firefighter was severely burned and numerous engines companies were overrun by fire and needed to deploy shelters due to inexperienced personnel in critical leadership and command positions. In fact, it was learned that many of the endangered had difficulties with the basic of deploying fire shelters.

The same can be said for those internal, low-frequency, but high-liability administrative tasks such as progressive discipline or sexual harassment issues. Neither of these two scenarios is the time for newly promoted officers to do what they think is best without having received training, guidelines, and simulated experience in these areas.

Linda A. Hill wrote in her article “Developing the Star Performer”, published in Leader to Leader, “Evidence suggests that the first managerial assignment is a pivotal development experience for future executives. It is a time that profoundly shapes their basic leadership style and philosophy. Furthermore, it is generally during transition between roles that individuals are most receptive to learning new skills and behaviors. To take advantage of this unique opportunity, organizations must help people make sense of and master these earliest managerial experiences.” Hill goes on to explain that “task learning assists the conceptual competence necessary for personal learning, including attitudes, mind-set, and values.” Ms. Hill further explains that “new managers grapple with complex transformational tasks such as learning what it means to be a manager, developing interpersonal judgement, coping with emotions and stress, and gaining self-knowledge. The first step in developing the managerial talent an organization

needs is understanding what people have to learn, the transformational tasks of management and how they learn them through experience and their interactions with others.”

Finally, NFPA 1500 mandates, in Chapter 3, Training and Education, Section 3-1.3 “The fire department shall provide training and education for all fire department members commensurate with the duties and functions that they are expected to perform. Members shall be provided with training and education appropriate for their duties and responsibilities before being permitted to engage in emergency operations.” In Section 3-2.5, the Standard states “All fire officers shall at least meet the requirements for Fire Officer 1 as specified in NFPA 1021, Standards for Fire Officer Professional Qualifications.”

A summary of the key points on why there is a need for Company Officer development prior to appointment is:

1. Provides for organizational expectation.
2. Aligns the fire agency with state regulations and national standards.
3. Provides for standardized and valid promotional testing criteria.
4. Prepares candidates in advance of being placed in the position of Captain.
5. Outlines the necessary steps in professional career development.

Finally, Company Officers must be able to safely deal with a wide range of fire behaviors, complex command procedures, human resource issues, and the complexity of dynamic interpersonal relationships. To do this he/she must have an understanding of fire growth, use appropriate firefighting suppression techniques, possess interpersonal dynamic and managerial leadership techniques, and have a general understanding of their own limitations in dealing with all of the above.

Failure of leadership and management is often due to a lack of understanding. Fundamental elements of the management process are the understanding of each component, its functions, its limitations and how they interface with other interpersonal components. Inappropriate or lack of knowledge, both on the emergency ground and in the administrative arena, can lead to personal and/or organizational failure. Often, information that is based on leadership and management instruction is overlooked in the educational process.

**Research Question 2.**      What are the goals of a Company Officer Development and Education Program?

The following are the broad goals of the C.O.D.E. program and will be used as performance objectives in the measurement on how well the candidate retained and understood the course content:

1.      Identify the roles and responsibilities of a Company Officer as a leader and manager of department resources in emergency and non-emergency situations.
2.      Increase the participant's effectiveness as a fire suppression officer by providing the most current fire attack theories and methods available.
3.      Present participants with the most current department policies and procedures in emergency and non-emergency situations.
4.      Increase the participant's effectiveness as a leader and manager by presenting current management, leadership and time management theories and how to apply them within their area of responsibility.

5. Demonstrate how effective communication, motivation, counseling, instructional techniques, and principles of conflict resolution can increase the effectiveness of a Company Officers.
6. Provide supervised, individual and group activities for the participant to practice and apply their skills.

**Research Question 3.** What methodology should be used to develop the course content?

The methodology for the curriculum development consisted of a multi-prong approach that included student manuals, self-paced video programs, and independent study of departmental manuals. This approach took into consideration four components: a) Sequential approach or instructional order of all material; b) Identifying all required material; c) Identifying established student manuals or text books; and d) Emphasizing the information that is essential to the Company Officer that is necessary in order to be successful on the emergency ground and in administrative issues.

For the purpose of this research paper and implementing this program, the author examined both the CFSM Course Development Process and the Program Planning Process as outlined in Managing the Fire Service 1988 (Appendix H). It was believed that the course development process lends itself better for the development of this training program. The course content consists of eight leadership videos entitled “Making a Difference”, six fire operational videos entitled “Fire Attack”, and nineteen hazardous material videos entitled “Surviving the Hazardous Material Incident.” The course also requires the understanding of the body of knowledge of the content in the following manuals. Incident Command System (ICS) or Standardized Emergency Management System (SEMS), Structural Attack, Field Operations

Guide, Department of Transportation (DOT) Emergency Response Guide, City of Monterey Park Administrative Policy and Procedures, and Monterey Park Fire Department Standard Operating Procedures. The Course Development Process proposed outline is as follows:

**Course Development Process  
Table 1**

Step One	Validity of the Topic
Step Two	Establishing Course Objectives
Step Three	Assemble Course Content
Step Four	Development of the Student Manual (If needed)
Step Five	Development of the Instructor Guide
Step Six	Development of Calendar of Events
Step Seven	Development of Lesson Plans
Step Eight	Testing and Evaluation
Step Nine	Audio/Visual Support
Step Ten	Creating a Bibliography
Step Eleven	Creation of Glossaries
Step Twelve	Review of Course Description and Prerequisites
Step Thirteen	Course Classification
Step Fourteen	Course Adoption

**Research Question 4.** How would the program implementation be accomplished?

The purpose of the Company Officer Development and Education (C.O.D.E.) program is to provide our personnel with the knowledge, skills, and abilities necessary to effectively and safely perform the functions of a Company Officer. The C.O.D.E. program is designed to

provide a structured format and to allow participants to develop at their own pace. The foundation is based on three separate but interrelated video education programs: 1) “Making a Difference – the Officer Role”; 2) “Fire Attack – Strategy and Tactics for Initial Company”; and 3) “Surviving the Hazardous Material Incident”.

The first video series contains basic strategies and tactics for an initial company response. The second is an interactive, self-paced program on management theory. The third video series is designed to provide both an understanding of hazardous materials and how to respond to specific hazardous material incidents. Each video series requires a student workbook that will be purchased at the individual’s expense.

The C.O.D.E. program is presented in three sequential phases over a two-year period. There are 12 steps in the overall process and certification. The first phase focuses on acquisition of a thorough understanding of the information contained in the first two-video series. The second phase is spent reviewing all the aforementioned manuals and books. During the third and final phase, which begins in year two, the individual is acquiring a thorough understanding of the self-paced video program “Surviving the Hazardous Material Incident”.

Once the candidate has completed the first two phases (year one) and feels ready to perform the duties of Company Officer, in an acting capacity, he/she will need to request a certification test. The components of this test are a written exam, a fire simulation that will demonstrate command proficiency, and an oral interview. If successful, the candidate will be designated as an Acting Captain, and will be allowed to function in this position for a period of two years. After the completion of the third phase, (year two), the candidate will be given a written exam that will demonstrate his/her understanding of hazardous materials and mitigation

techniques. The sequential order, or steps, of the course content and testing requirements are as follows.

**Instructional and Examinational Order  
Table 2**

1. View video series “Making a Difference”
2. View video series “Fire Attack”
3. Read:
  - ICS 100 or SEMS 100
  - Structural Fire Attack
  - Field Operations Guide, ICS 420
  - DOT Emergency Response Guide 1996
  - City of Monterey Park’s Administrative Policy and Procedures
  - Monterey Park Fire Departments Standard Operative Procedures
4. Written Exam (on the above material)
5. Simulation
6. Individual Skill Proficiency (as outlined in the annual training) see Appendix
7. Oral Board Evaluation
8. Qualified Company Officer (May be used as an actor in a move-up position)
9. Project Assignments
10. View video series, “Surviving the Hazardous Material Incident”
11. Written Exam on the above
12. Certified Company Officer (prerequisite for taking a promotional exam)

The calendar of events would be as follows, starting in the year 2000, for the first two video-based education programs:

**Calendar of Events  
Video Sequence  
Table 3**

<b><u>Month</u></b>	<b><u>Making a Difference</u></b>	<b><u>Fire Attack</u></b>
January	Course Introduction	Course Introduction
February	Interpersonal Dynamics	Understanding Fire Attack
March	Lead or Follow	Scene Management
April	Organizational Dynamics	Ventilation
May	Conflict Resolution	Residential Fire Attack
June	Building Your Team	MPK Simulations
July	Developing the Game Plan	Commercial Fire Attack
August	Coaching	MPK Simulations
September	Professionalism	Above Ground Fire Attack

Following each of the video-based education topic programs a written exam will be administered in order to determine the learner's retention of the previous month's material. The testing sequence is as follows:

In November, a comprehensive written exam of the required books and agency specific manuals takes place. A comprehensive simulation and oral exam would be held in December. At this time, assuming the candidate passes all components of the aforementioned exam, he/she would be qualified to act in a Company Officer position. Successful candidates will be assigned a project, or program, to administer, or develop, during the following year.

The second year's calendar of events is exclusively dedicated to the video series "Surviving the Hazardous Materials Incident".

**Calendar of Events  
Second Year Video & Testing Sequence  
Table 4**

<b><u>Month</u></b>	<b><u>Surviving the Hazardous Materials Incident</u></b>
January	Introduction Into Hazardous Materials
February	Managing the Hazardous Material Incident
March	Understanding Explosives Responding to Explosives Emergencies
April	Understanding Compressed & Liquefied Gases Responding to Compressed & Liquefied Gases Emergencies
May	Understanding Flammable & Combustibles Liquids Responding to Flammable & Combustibles Liquid Emergencies
June	Understanding Flammable Solids Responding to Flammable Solids Emergencies
July	Understanding Oxidizers Responding to Oxidizer Emergencies
August	Understanding Poison Responding to Poison Emergencies
September	Understanding Radioactive Material Responding to Radioactive Material
October	Understanding Corrosives Responding to Corrosives Emergencies
November	Understanding Miscellaneous Hazardous Materials

## DISCUSSION

The finding of this research project showed a correlation between the literature and the surveys (both internal and countywide) that were conducted. The literature review, combined with the Countywide survey, clearly showed that Company Officer development standards and OSHA mandates are not universally met. However, all survey respondents felt pre-and post-officer training standards are very important. Even though respondents felt standards were important, some questioned whose responsibility it was, the candidate's or the department's. Survey comments included "In my day, I prepared myself with direction from my Captain" or "I did it all on my own [test preparations], but I believe it would have been better for the department to have designed a course of study." When follow-up questions were asked regarding these types of comments, it was clear they were made on the basis of the individual's background, i.e., when he/she started their careers and the type of culture that was in place at that time. When pressed, all agreed on Company Officer training requirements, but usually continued with negative comments such as "I promoted on my own without assistance" or "If we spent more time training on firefighting, we would not need this type of standard." When asked about the meaning of these statements, many felt that the basics were being ignored due to other programs such as prevention, public education, customer service surveys, or as one officer stated, "the flavor of the month." When furthered questioned on what they perceived as the basics, an overwhelming majority highlighted fire operations.

The survey also indicated the importance of being compliant, both with regard to moral responsibilities (to protect their/our firefighters) and liability concerns (fear of OSHA fines/citation and possible litigation). No one stated that establishing standards should not be

done. Both the surveys and literature review indicated the need to ensure an emphasis on management and leadership understanding, and that the Company Officer, the department, and/or the Training Officer were necessary to insure this was achieved. It was generally agreed that the Company Officer was the key to organizational success. This statement correlated with all individuals who responded to the County survey. All agreed that Company Officer candidate training was essential and, if done, required close oversight and verifiable documentation. Furthermore, it was agreed that the Training Officer should be responsible for administering this program.

One of the more surprising survey comments (follow-up questions), once the interviewee learned of mandated training requirements was “that is just another example of unfunded government regulations and financial support (training reimbursement) for such a mandate needs to be in place at the State or Federal level.” Though most all agreed with the necessity of officer training, only 39% of departments surveyed considered themselves to be in total compliance with what they believed were State requirements. The author believes this perception is due to the lack of understanding regarding OSHA requirements and NFPA standards.

A survey of Monterey Park Fire personnel revealed that all Battalion Chiefs, 66 % of Company Officers and 87 % of line personnel were supportive of ongoing Company Officer training. All (100% that responded) felt it was extremely to moderately important. It was interesting to note that many Company Officers revealed their own weaknesses regarding their own understanding of tactics, strategy and managerial practices and expressed concerns regarding ensuring crew safety and administrative liability; i.e., counseling techniques, progressive discipline, sexual harassment etc. During follow-up discussions, eight of nine Company Officers stated that the safety of their crews was their primary concern and all believed

that they, or the department, could do more to help prepare future Company Officers. It should be noted that in the initial survey, 89% thought this was important. This turned out to be a general statement. It was hard for each of them to sight a specific example of what more could be done other than suggesting more responsibility be placed on the department. The author interpreted this to mean that without a CDG or an educational standard to follow there was no starting point or focus to heighten needs. Most agreed we needed something, however they did not know what it should look like.

The individual survey results indicated that this type of training program, combined with the development of department mentors analogous to Monterey Park Police Field Training Officer (FTO's), was important to our department. There was a perception that we were not doing enough and in some way lagged behind other fire agencies in this area. The Countywide surveys indicated that we were at the same level of compliance with 41 other departments. Most employees surveyed stated that more training was necessary however, it was not clear that a training program with oversight provided by an assigned individual(s) needed to be established. Once again, follow-up questions raised the concern that this would be just another program that would take more of their time. It was clear, however, that members assumed it was the department's responsibility. This was evidenced by comments such as "If you want me to be better trained as an officer they [the department] should do it" or "How do I know and prepare for what I do not know?"

In closing, the final outcome will move the department into establishing a standard for Company Officer initial training. This, in the long run, can only be measured by comparing and contrasting past officer training by surveying of incumbents and comparing that information with future data. The author found it interesting that since the establishment of the CSFM Certified

Company Officer in 1979, not much has changed. Relatively few incumbents three out of nine have availed themselves of these classes. It was not until the author placed an emphasis on these classes in the promotional process (1997) and then established them as a requirement in the firefighter's Memorandum of Understanding (1999 to 2002 MOU) that interest was generated. It illustrated the age-old adage "what gets measured gets done." These changes also provided for a great deal of teeth gnashing about who is responsible and why the need for any change. Incumbents tended to say that the individual candidate is responsible for his/her learning. Conversely, the potential candidates placed more responsibility on the department to train them. It was through this analysis and discussion that it became evident that succession planning was needed throughout the organization.

This discussion always went beyond the topic of Company Officer development. It was learned that culture and past practices tended to reward or establish a seniority system. In the words of one "If you hang out long enough you will eventually get a promotion." This statement was not limited to current officers. All department personnel, from the volunteer auxiliary firefighters up to the Fire Chief, cited an overwhelming number of examples.

## **RECOMMENDATIONS**

The recommendations for this educational program are directed toward the Monterey Park Fire Department and meet the spirit and intent of California's Career Development Guide (CDG), NFPA 1021 and the City of Monterey Park's job specifications. As a curriculum, the author believes there may be considerable value to any department that wants to review and possibly adapt this information for their own use. Information for the development of the C.O.D.E. program has been disseminated to the California State Fire Marshal's Office and the

Los Angeles Area Fire Chiefs Association for review. The Los Angeles Area Fire Chiefs Association will be placing the material on their web site in order to disseminate the course objectives and outline of the self-paced program.

From this research 4 major recommendations surfaced:

**1. Development of a Mentor Program**

A “Train the trainer” class, with a valid course outline and lesson plans, needs to be developed, delivered and monitored by those responsible.

**2. Development of a Centralized Leadership library**

Each station has its own resource library containing most all fire service manuals, magazines and books, department and city SOG’s, and Administrative Policies. In order to elevate the caliber of training and education and to keep cost to a minimum, a centralized leadership library could be established at the Headquarters station. This library would be available to all with check out procedures similar to the public library.

**3. Succession Planning.** It was found that some members strive to develop junior members for advancement or other areas of responsibility. Furthermore, it was learned through direct questioning that the issues of succession planning, officer preparation, and/or promoting qualified officers had been an issue for several decades.

**4. Development of On-Duty Inservice Officer Development**

In order to support the program and ensure continuous officer development, the final recommendation is to target all Company Officers to review the C.O.D.E. program. Access and participation to this program by incumbents would provide the following:

- Meet annual Company Officer continuing education requirements.
- Promote consistency throughout the organization.

- Provide for open discussion/dialog on the “how to’s” and procedures.
- Assist in the continuing development of weak Company Officers.
- Prepare incumbents to support potential candidates.
- Establish buy in and program awareness.

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**APPENDIX A**  
Information Sheet

**FEDERAL-STATE –LOCAL TRAINING MANDATES**

American National Standards Institute, Inc. (ANSI)

California Code Regulations (CCR)

California Penal Code (PC)

California Health and Safety Codes (H&S)

California Labor Codes (LC)

California Government Code (GC)

California Welfare and Institutions Codes (W&I)

California Business and Profession Codes (B&P)

Code of Federal Regulations (CFR)

Local Emergency Medical Services Authority (EMS)

Sara Title III

### FEDERAL MANDATES

<u>SUBJECT MATTER</u>	<u>SECTION</u>	<u>HOURS</u>
Hazardous Materials Operational Level	Sara Title III	
Initial Training	CFR: 1910.120	
Refresher Training (NFPA 472)	CFR: 1910.120	
HAZWOPER (Initial Training)	CCR: 5192	24
HAZWOPER (Continuous Training)	CCR: 5192	8
First Responder	CCR:2500	8
Haz. Mat. Technician	Senate Bill 2702, 8574.19	24
Haz. Mat. Specialist		24
Haz. Mat. Incident Commander		24
Affirmative Action Training Title	VII; 1964 Civil Rights	
Initial One Time Training		8
Permit Required Confined Spaces	CFR:1910.146	

### STATE MANDATES

Fire Management Training	Senate Bill 409	
Initial One Time Training New Officers	GC:19995.4	80
Fire Apparatus, New Equipment	CCR:3203 (a)(4)(B)	TBD/As Needed
Firefighter Skills (Procedures)	CCR:3203 (a)(4)(B)	TBD/As Needed
New Identified Hazard Training	CCR:3203 (A)(4)(B)	TBD/As Needed
Hazardous Substances	CCR:3203	
Asbestos	CFR: 1910.1001	
	CLC: 6360TBD	
Injury and Illness Prevention Program	CCR: 3203	TBD
• Training and Retraining Programs	Senate Bill 198	
Accident Invest.		
Training-Prevent Reoccurrence	CCR: 3203 (a)(4)(B)	TBD/As Needed
Personal Protective Equipment	CCR: 3401 (b) (6)	TBD
SCBA	CCR: 3409	
	ANSI: Z88.5:8.3	6
	CCR: 5144 (c)	

<u>SUBJECT MATTER</u>	<u>SECTION</u>	<u>HOURS</u>
SCBA Ability Training	ANSI: Z88.5:8.3	2
Wildland / Fire Shelters	CCR: 3410 (g) NFPA: 295 3-2	16
Multi-Casualty Incident Training	H&S: 1797.151 EMS	8
Triage	H&S: 1798.170	1
Accident Scene Management / EMS	H&S: 1798.600 PC: 409.3	1
Vehicle Extrication	CCR: 100075	
Emergency Medical Technician I	CCR: 100063 (9)	Requirement
Emergency Medical Technician / Paramedic	CCR: 100144 (8)	Requirement
Modular Emergency Medical Technician	CCR: 100084	24
First Aid Training	CCR: 100025 H&S: 1797.182 PC: 1318	12
Cardiopulmonary Resuscitation	CCR: 100025 H&S: 1797.182 PC: 13518	4
Sudden Infant Death Syndrome	Senate Bill 1067	2
Gatekeeper (Elderly Abuse)	W&I: 9380 –9386 W&I: 15630	1
Ergonomic Hazards	CCR: 5110 (g)	TBD
Interim Tuberculosis Control	CCR: 3203 (a) (7)	TBD
Bloodborne Pathogens	CCR: 5193 (e) (5)	
Infectious Disease	CFR: Part 1910.1030	
Incident Command System	Senate Bill 27 Firescope Act	TBD

**APPENDIX B**  
Information Sheet

**IDENTIFIED REQUIREMENTS OR MANDATES**

Training Records Maintenance	CCR:3203 (b) (2)	Continuous
Access Exposure / Medical Records	CCR:3204	Continuous
First-Aid Materials Provided at Worksites	CCR: 3400	Provided
Personal Protective Clothing	CCR: 3401	Provided
Personal Alarms	CCR: 3401	Provided
Fire Suppression Activities	GC:25210.5 & 25643	Definitions
Eye and Face Protection	CCR:3404	Requirement
Ear and Neck Protection	CCR:3405	Requirement
Body Protection	CCR:3406	Requirement
Hand and Wrist Protection	CCR:3407	Requirement
Foot Protection	CCR:3408	Requirement
Respiratory Protection	CCR:3409	Requirement
Fit Test (Annual)	CCR:3409 & 5144 (h) ANSI: Z88.5 & Z88.6	Requirement
Physical (Frequency based on Age)	CCR:3409 & 5144(h) ANSI: Z88.5 & Z88.6	Requirement
Assessment of Civil Penalties	CCR:336 Application	
Live Fire Training	NFPA: 1403	Requirement
CFIRS Reporting	H&S: 13110.5	Requirement

**APPENDIX C**  
**Information Sheet**

**Monterey Park Annual Drill Requirements**

<u>SUBJECT MATTER</u>	<u>SECTION DIVISION</u>	<u>HOURS</u>
Fire Prevention / Codes / Programs	Fire Prevention	12 4 x year
Ventilation Training	Operations	4
Simulation/ICS Training	Operations/Training	12 4 x year
Drivers Training	Operations/Training	10
Closed Cone Driving Course	Training	4
Physical Ability		
Equal Employment Opportunity	Administrations	
Affirmative Action	Human Resources	1
Ladder Skills	Training	2
Wet Drills Note: Requirement meets ISO requirements	Operations	24
Basic Skills and Proficiencies	Operations	24
Evaluations	Operations	12 4 x year

**APPENDIX D**  
Information Sheet

**Monterey Park Individual Annual Hourly Drill Requirements**

Drill Type	Times per Year	Hours	Hours per Year
Ladder	2.0	1	2
Basic Skills & Proficiencies	12.0	2	24
Closed Cone Course	2.0	2	4
EMS	12.0	2	24
EMT Refresher	3.5	8	28
Evaluations	4.0	4	16
Extrication Training	2.0	3	6
Fire Prevention	4.0	4	16
Hazardous Materials	12.0	2	24
B.A. Ability	2.0	2	4
S, D,G & E	1.0	2	2
Physical Ability	1.0	1	1
Radioactive Training	2.0	2	4
Simulator Training (ICS)	4.0	3	12
Ventilation Training	2.0	4	8
Wet Drills	12.0	2	24
Wildland Training	4.0	2	8
<b>TOTAL REQUIREMENTS</b>			<b><u>223 HOURS</u></b>

## **APPENDIX E**

### **Information Sheet**

## **MONTEREY PARK MANDATORY TRAINING ACTIVITIES**

### **1. SKILLS MAINTENANCE**

Practicing existing skills in order to maintain standard levels of proficiency in areas for which initial instruction has already been provided.

#### **Company Training** - 20 hours per month per member

This is an ISO and Monterey Park Fire Department training standard for members of a suppression company. All suppression companies will participate in a mandatory minimum of 20 hours of training per month.

#### **Quarterly Fire Prevention Training** - 3 hours per quarter

All companies shall participate in four, 3-hour, quarterly fire prevention company inspection training classes conducted by the Fire Prevention Division. The Fire Prevention Division will determine the subjects, develop the lesson plans (if necessary) and identify how the training will be delivered. The Training Officer is to meet with the Fire Marshal for scheduling.

#### **Multi-Company Drill** – Shift Level

Multi-company drills are intended to bring companies together to train on an actual objective or target hazards that they may have to respond to. Battalion Chiefs are responsible for assuring that each company on his shift participates in at least 1 multi-company drill per quarter, (4 per year). One of the Multi-Company Drills must be conducted at night. The Multi-Company drill topic will be the same for each shift and will be jointly coordinated by Battalion Chiefs and the department Training Officer,

#### **EMT –FS Recertification** – 24 hours annually

California State EMT – FS Recertification is mandatory for all Captains, Engineers and Firefighters. Recertification is required every two years.

The recertification process is ongoing with two hours of required EMT FS skills training per month. It is the responsibility of the EMT/FS Instructors to develop and coordinate the delivery of this training to all affected personnel. Scheduling of EMT recertification is to be coordinated through the department Training Officer.

**CPR Recertification** – 8 hours every other year.

In accordance with State guidelines, all career personnel must maintain a current CPR card. Mandatory CPR recertification will be conducted in September by the shift CPR Instructors.

**OSHA Safety Training** – 1 hour per month, 12 hours per year/individual.

**OSHA** requires one hour of safety training per month for all employees. The Training Section has developed a list of OSHA safety topics for 2000.

January	Breathing Apparatus
February	Fire Station Safety
March	Stress Management
April	Incident Safety
May	Vehicle Safety Practices
June	Wild land Fire Safety
July	Working Above and Below Ground
August	Specialized Equipment Operation
September	Safe Lifting Techniques
October	Freeway and Traffic Hazards
November	Communicable Disease Safe Practices
December	Helicopter Safety and Procedures

**HAZARDOUS Materials Training** - 2 hours per quarter, 8 hours per year

Current OSHA regulations require that all persons designated as “First Responders” to Haz Mat incidents receive 8 hours of related training per year. All personnel, career and part-time, are required to train a minimum of two hours per quarter. For 2000, the department will be using the “Chemical of the Month” as the basis for department hazardous materials training. The following chemicals are to be covered:

January	Acetylene
February	Ammonia
March	Ammonium Nitrate
April	Carbon Monoxide
May	Chlorine
June	Ethyl Alcohol
July	Formaldehyde
August	Vinyl Chloride
September	Oxygen
October	Sodium Cyanide
November	Toluene
December	Methane/Natural Gas

### **Safety Clothing Inspections** - 1 hour per quarter

Each Captain conducts safety-clothing inspections. Coordination for repair or replacement is to be done through the shift Safety Clothing Officers. The Safety Clothing Officers will work through the Training Officer to gain compliance for their shift. Safety Clothing inspections are logged on the training report as “Safety Clothing Inspection”

### **Defensive Driving and Pump Certification Program** – 2 hours per quarter, 8 hours per year

Apparatus operation and pump certification is an on-going Department training program. Monthly subjects for apparatus operations are as follows:

January	Department Rules Regulations, Driving Laws. (technical)
February	Code 3 Driving Skills (technical)
March	DMV pre-trip inspections and licensing requirements (technical)
April	Vehicle Characteristics, (technical, manipulative)
May	Pump Recertification – all Driver Operators/Engineers (manipulative)
June	DMV Skills Testing (technical manipulative)
July	Vehicle Characteristics, (technical, manipulative)
August	Pump Theory (technical)
September	Diesel Maintenance (technical)
October	Valve Maintenance and Operations (technical, manipulative)
November	Vehicle Maintenance and Records (technical)
December	Aerial Operations (manipulative)

### **Testing and Evaluation** - once per quarter

The Training Officer will conduct Testing and evaluation. The following subjects will be evaluated in 2000:

January	Use of the EOM
February	Use of the EOM
March	Use of the EOM
April	Wet hose lays, 1-3
May	Wet hose lays, 1-3 (B shift)
June	Wet hose lays, 1-3 (C shift)
July	Standard Ladder Evolutions (A shift)
August	Standard Ladder Evolutions (B shift)
September	Standard Ladder Evolutions (C shift)
October	Power Equipment Operations (A shift)
November	Power Equipment Operations (B shift)
December	Power Equipment Operations (C shift)

## MONTHLY CONCENTRATIONS

The below listed subjects are to be used by the shift Training Officers as their main focus for meeting the minimum of 20 hours per month requirement:

January:	Breathing Apparatus Recertification - Search & Rescue
February:	Incident Command, Simulations, and Fire Control
March:	Health Awareness, Physical Ability Testing
April:	Technical Rescue, Extrication, and Ropes & Rigging
May:	Defensive Driving, Pump Recertification
June:	Wildland
July:	Building Construction, Built-in Systems
August:	Prefire Plan System & Development
September	CPR Recertification, Annex D, S.T.A.R.T. Triage
October:	EMT Recertification Skills
November:	Organization, Familiarization
December:	Aircraft Crash, Fire Rescue

**APPENDIX F**

## Information Sheet

**Los Angeles and Orange Counties**  
Company Officer Training Questionnaire/Survey

September 1, 1999

Chief Jim Ballard  
Alhambra Fire Department  
315 W. Ivy  
Alhambra, California 91753

Dear Chief Ballard,

Attached please find a survey asking for your opinion regarding training standards for new Company Officer. The results of the survey will be used to determine who within Los Angeles County and the Orange County Fire Departments has verifiable pre-and post-probationary standards for their Company Officer. This survey is necessary and valuable for our department and is a part of a National Fire Academy applied research project. Your opinions are important in order for the survey to reveal accurate results. If you would like to receive the results of this survey or a copy of the project please include this survey with your business card. A self-address envelope attached to the survey.

Please take the time to fill this out and return it by October 10, 1999.

Thank you in advance.

Sincerely

Marc A. Revere  
Fire Chief

**Los Angeles and Orange Counties**  
Company Officer Training Questionnaire/Survey

1. Do you feel that your department has a program in place that adequately trains potential Company Officer candidates while at the same time documenting performance?

Yes                      No

2. If no do you feel a training program regarding Company Officer candidates should be developed?

Yes                      No

3. If yes to number 2, who would you expect to design and/or establish this program within your department?

Training officer  
Safety officer  
A designated Subject Material Expert  
Other \_\_\_\_\_

4. How often does your newly promoted Company Officer receive evaluations in the following areas during their probationary period?

Skills (Objective)	every month	Quarterly	Biannually	End of probation	Not at all
Technical (objective)	every month	Quarterly	Biannually	End of probation	Not at all
Written Evaluation (Subjective)	every month	Quarterly	Biannually	End of probation	Not at all

5. How important do you feel Company Officer test preparation and standardization is for your department?

Extremely important  
Important/not a priority  
Somewhat important  
Not important

6. If you have a program in place, how often does your organization review it?

\_\_\_\_\_

7. Is your Company Officer training and test certification program in alignment with NFPA 1021?

8. Please list any comments that you believe would help developing in a Company Officer Development and Educational program.

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9. What is your rank and position within the organization?

F/F    Engineer    Captain    B/C    D/C    A/C    Fire Chief

10. Who within your department do you consider to be your SME in regards Company Officer development program. May we contact him/her if we have any questions regarding you policy and procedures?

Name \_\_\_\_\_ Yes                      No

11. Does you organization have probationary standards for the following ranks? If so could they be used as a foundation for an officer candidate preparation program?  
(Circle the one(s) that you currently have and are using)

Firefighter    Engineer    Captain    Battalion Chief

12. Does your department have a Career Development Guide and, if so, when was it last updated?

Yes                      Last Up-dated                      No

13. Does your department have a Job Specification for Company Officer?

Yes                      No

## APPENDIX G

### Information Sheet

#### Monterey Park Fire Department Company Officer Training Questionnaire/Survey

1. Do you feel that the department has a program in place that adequately trains potential Company Officer candidates while at the same time documenting performance?

Yes                      No

2. If no, do you feel a training program regarding Company Officer candidates should be developed?

Yes                      No

3. If yes to number 2, whom would you expect to design and/or establish this program within your department?

Training Officer  
Safety Officer  
A designated Subject Material Expert  
Other \_\_\_\_\_

4. In your opinion, how often do our newly promoted Captains receive evaluations in the following area during their probationary period

Skills (Objective)	every month	Quarterly	Biannually	End of probation	Not at all
Technical (objective)	every month	Quarterly	Biannually	End of probation	Not at all
Written Evaluation (Subjective)	every month	Quarterly	Biannually	End of probation	Not at all

5. How important do you feel test preparation and standardization for promotional exam is for our department?

Extremely important  
Important/not a priority  
Somewhat important  
Not important

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6. In your opinion, is our Company Officer training and test certification program in alignment with NFPA 1021?

7. Please list any comments that you believe would help in developing a Company Officer Development and Educational program.

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8. How long have you been a Captain?

9. Who within the department do you consider a SME in regards to Company Officer and development?

Name \_\_\_\_\_

10. Do you believe we should have probationary standards Company Officer and pre-testing standards for captain candidates?

Probationary Standards      Yes      No

Pre-testing Standards      Yes      No

11. Are you familiar with the State Career Development Guide and if so when was the last time you reviewed it with one of your subordinates?

Yes      Last Reviewed      No

12. Are you familiar with our Job Specification for Company Officer?

Yes      No

13. Do you believe the department has a responsibility for designing a Company Officer training program for candidates who aspire to be Captains?

Yes      No

14. How did you prepare for your promotion to Captain?

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**APPENDIX H**  
Information Sheet

**The Program Planning Process**  
**As Outlined in *Managing the Fire Service* 1988**

1. Needs Assessment
  - Organizational Needs
  - Learners Needs
  - Environmental Needs
2. Formulation of Objectives
  - Determine specific behaviors or evidence of learned skills
  - Determine conditions that performance will be exhibited
  - Determine the measure of performance
3. Program Selection/Development
  - Task Analysis
  - Performance Objectives
  - Evaluation Methods
  - Instructional sequence
4. Program Delivery
  - Lectures
  - Demonstrations
  - Simulations
5. Evaluation

**APPENDIX I**  
Information Sheet

Monterey Park Incumbent Company Officer  
Training and Education Survey

Name	B.A.	A.A.	CSFM Fire Officer Certification
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Birrell, J.

Burrows, R.

Burroughs. R			X
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Donovan. C	X		X
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Kauffmam, D.		X	
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Khail, M		X	X
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Reed, R.

Tolleffson, D

Ward, J.